Words for Readers

Match writing choices to audience and purpose

8.8.W "Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each audience, circle each writing mode, and number the four pieces of writing in the order the writer makes them. Notice how the writer changes the message for each reader.

Getting the Word Out

1. On Monday, the library's book swap had one problem: most students did not know when to bring books. I opened my notebook and wrote in print for ten minutes, listing the questions I had heard: Can graphic novels be traded? Where do donations go? Could students join without a book? Those quick notes were for me, not for an audience, so I left gaps and arrows as new ideas arrived. Then I chose the two questions that a public message needed to answer first.

2. At a computer, I spent twenty minutes typing an announcement for students. I led with the action: "Bring a book to the library on Thursday before lunch." Next I added, "Graphic novels are welcome. No book to trade? You can still browse." The short lines sounded inviting, while the details helped students decide whether to come. I checked the date with the librarian before sending the announcement to the school bulletin. A friendly announcement worked better here than my scattered notes because students needed clear directions.

3. The next morning, I wrote a brief note in cursive for the librarian, who would set out the tables: "Could we place one table near the door for donations and another for browsing?" The request was specific because she had to arrange the room, not decide whether to attend. I also copied "Thursday before lunch" onto a small printed sign for donors at the donation box. I spent only a few minutes on each piece, but switching from a private list to a public announcement, a request, and a sign gave each reader what they needed.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why could the writer leave gaps and arrows in the printed notebook notes but not rely on those notes as the announcement?

2. Which details in the typed announcement help students decide whether to visit the swap?

3. How does the cursive note to the librarian serve a different purpose from the typed announcement?

4. Why can the printed sign at the donation box be shorter than the announcement?

3 YOUR TURN

Your own words

Choose a school need other than a book swap. Write two short pieces in different genres for different audiences, using two different modes chosen from print, cursive, and typing. Label each piece with its genre, audience, and planned mode, and keep the total to 70 to 100 words.

ANSWER KEY

Words for Readers

GRADE 8 · 8.8.W

PART 1 · READ AND MARK

Underline each audience, circle each writing mode, and number the four pieces of writing in the order the writer makes them. Notice how the writer changes the message for each reader. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why could the writer leave gaps and arrows in the printed notebook notes but not rely on those notes as the announcement?	**The notes were private and helped the writer collect ideas. Students needed a clear public message with directions.**
2	Which details in the typed announcement help students decide whether to visit the swap?	**It gives the time and place, says graphic novels are welcome, and says students can browse without a book to trade.**
3	How does the cursive note to the librarian serve a different purpose from the typed announcement?	**The note asks the librarian to arrange tables for donations and browsing. The announcement invites students and tells them how to join.**
4	Why can the printed sign at the donation box be shorter than the announcement?	**The sign gives donors a quick reminder of when to bring books. The announcement needs more details so students can decide whether to come.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Genre: email. Audience: principal. Mode: typing. Our lost-and-found bin is overflowing, and students have trouble finding their belongings. Could we add a second bin near the gym? I can help label it if you approve the idea.

Genre: notice. Audience: students. Mode: print. Missing a jacket or water bottle? Check the lost-and-found bin outside the office. Look through it carefully, and take only your own belongings. If you find an item without a name, put it in the bin so its owner can find it.

Accept explanations that connect each writing choice to its reader and purpose. For Part 3, look for two distinct genres, audiences, and modes, with language suited to each audience.